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ABSTRACT

The procedure is described for a followup of the graduates of the University of New Mexico Department of Special Education; which was conducted in order to evaluate the academic programs. The components are comprised of: developing survey instruments; maintaining a correct mailing list; obtaining basic followup information; obtaining extensive followup information; and analyzing and reporting results. The substeps within each component are discussed. Questionnaires used in the followup study are appended. (MH)

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A STRATEGY FOR THE SYSTEMATIC FOLLOWUP OF GRADUATES OF PERSONNEL PREPARATION PROGRAMS

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November 4, 1977

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Introduction

The evaluation of personnel preparation programs is incomplete without information regarding the positions taken by graduates and the relevance of training to the demands of those positions. The collection of such information requires the systematic followup of program graduates, and this paper describes efforts at the University of New Mexico Department of Special Education (UNM) to develop efficient and effective procedures to do so. Though the specific instruments are most relevant to training special education personnel, they may be readily adapted to the training of personnel for other positions in education, and for other fields. This paper describes the general procedures used for followup; information regarding the results of their application can be obtained from the author on request. The author would also like to hear from anyone who uses or adapts these procedures regarding modifications to the instruments, modifications to the procedures, or results.

The format used to describe the followup process is that suggested by Silvern (1969). Attachment 1 gives a schematic overview of the process explained in detail below. The numbers and titles in the narrative refer to this "network."

Overview of Components

Followup can best be conceptualized as five relatively independent components. First, the information desired from the followup must be defined and survey instruments developed. Also, graduates are listed, and addresses for each located and organized to allow flexible printing of address labels. Then basic followup information is obtained from as many graduates as possible, using a mailback postcard format. From those who are willing, more extensive information is then obtained, including supervisor ratings if desired. Finally, the results are analyzed and reported. By this time, one is ready to review the information needed and instruments used, thus beginning the process anew.

Details of Component 1: Develop Survey Instruments.

The instruments must be carefully developed if they are to answer the questions posed and if a high return rate is to be obtained. Copies of the UNM survey instruments are attached as examples. When forms are developed for the first time, it is a good idea to try them out on a small number of people (e.g. fellow faculty or students) before printing and mailing. Errors, vague directions, and other problems are often detected this way.

1.1. List Evaluation Questions. A first step in development of the instruments is to determine what information is desired from the followup study as a whole. This can best be done by listing a series of questions which could be answered, and then grouping them into priorities of "essential," "important," and "interesting but not worth asking," using input from faculty or other audiences for the results. Often the previous

survey will suggest additional questions, so a good time to do this is after the results have been discussed with program faculty.

The questions developed by UNM are listed in Table 1.

TABLE 1

Followup Evaluation Questions

BASIC QUESTIONS FOR THE POSTCARD SURVEY:

1. What is the rate of response to the postcard survey?

2. Where are graduates located?

3. What percentage of graduates are employed in education? Seeking employment in education?

4. For graduates employed in education:

   - What is their current employment position?
   - What is their current employment setting?
   - How are positions and settings related?

5. For personnel providing direct service to the handicapped:

   - How many different categories of exceptionality are served?
   - How many children in each category are served?
   - How many total exceptional children are served?

6. How many graduates are willing to complete the extensive survey? Of those mailed, how many are returned?

7. How many teachers were willing to ask their supervisor to rate their skills? Of those sent, how many "Teacher Supervisor Ratings" were received?

EXTENSIVE QUESTIONS ON PROFESSIONAL HISTORY

8. How many graduates have continued their education since graduation? How many in special education? Other education?

9. How many graduates are certified in special education? How many in New Mexico?

TABLE 1 (CONTINUED)

10. How many jobs have been held since graduation in relation to years worked?

11. How many graduates hold professional memberships? How many of these have been officers?

EXTENSIVE QUESTIONS ON TEACHER COMPETENCY

12. What is the value of each competency to the teacher?

13. What are the teachers' judgements of their preparation in each competency?

14. How often are graduates visited by their supervisors? How confident are supervisors in their ratings?

15. What is the value of each competency, as rated by the supervisor? How does this compare to graduate ratings of value?

16. What is the performance of graduates in each competency, as rated by the supervisor? What is the overall rated performance?

EXTENSIVE OPEN-ENDED QUESTIONS

17. What are strong points of training at UNM, as mentioned by graduates? Weak points?

18. What recommendations for improvement are made by graduates?

19. What other comments are made?

SECONDARY ANALYSES

The responses will be examined to determine if the answers to opinion questions relate in any systematic way to the answers to the demographic and job questions. Meaningful differences will be included in the results.

1.2. Sort Questions into "Basic" and "Extensive." One strong recommendation is that better returns are obtained from a short postcard than from a long questionnaire. Thus it is necessary to sort the questions into those that will be answered by the short postcard and those that will be answered by a longer form to be mailed after the postcard is returned. The longer form is mailed only to those who indicate on the postcard that they will answer it, thus saving postage and copying costs.

1.3. Develop Basic Postcard. The items for the basic postcard must be written and an overall format developed. The format used at UNM worked well because the graduate needs only to complete the questions and staple the form. It is pre-addressed and postage paid (attachment 2).

1.4. Develop Extensive Forms. The postcard format allows only a few questions to be answered, and it is recommended that these be mostly factual or demographic. The extensive form is not as limited in format, since it is sent out in letter form only to those graduates willing to fill it out. At UNM this includes a cover letter and "General Reaction" form (attachment 3), a "Professional History" form (attachment 4), a "Teacher Competency Rating" form, (attachment 5), and a "Teacher Supervisor Rating" form, (attachment 6). The supervisor rating form includes a release for the graduate to sign before asking the supervisor to complete the form, but the legality of this procedure has not been determined. The supervisor completes the form and mails it directly to UNM using a business reply envelope. UNM was interested in the supervisor's opinions of the value of the competencies the training program attempts to develop, as well as rating of the graduate's performance in each competency.

From graduates, UNM wanted information regarding job history, ratings of the competencies, and general feedback on the training program. A general principle is that open ended items will tell what the most serious concerns of graduates are but will be more costly to analyze. In contrast, closed items will address more specific concerns, be easier to analyze, and require less space on the form.

1.5. Print Instruments. UNM has found it possible to print usable instruments from typewritten copy, this avoiding the expense of type-setting. An IBM selectric typewriter can be used to vary the type style, producing a more interesting appearance. Note that the "please forward" message on the address label part of the postcard states that the sender will pay return postage on any non-delivered forms. This provides essential feedback for the detection of wrong addresses, and should be included on all mailouts. The postcard used at UNM costs less than 5¢ each to print.

Details of Component 2.0. Maintain Address List.

The hardest part of the process is getting addresses that are correct and keeping them that way. If high returns are desired, graduates must get the forms in the first place, and this can only happen if a correct address is used or if the form is forwarded by the postoffice. The procedures described here are not foolproof, but have worked fairly well for UNM so far.

2.1. Get Best Address for New Graduates. After each graduation, a draft list should be developed so that the first followup survey can be

sent out at an appropriate time. UNM has three graduations, so this is done three times and then aggregated into the yearly list immediately after the largest graduation in May. Addresses can be obtained from student files, but a low rate of return will result if local addresses are used. A better way is to ask prior to graduation where graduates expect to be; if they don't know, they can be asked to inform the department when they do receive a position. Involvement of all faculty is a great help here, since they receive requests for references and other correspondence from students. UNM assigns the maintenance of this address file to the secretary who also files all correspondence with graduates; she is able to check the address of each letter before it is filed and catch many changes in that way.

2.2. Develop Yearly List of Names. UNM found it essential to develop a sequential list of names of graduates by program and year (sample page in attachment 7). By numbering graduates, the address labels could also be numbered (sample in attachment 7) for easy sorting of returns. Also, this number may be used to identify information during computer processing, thus protecting files from unauthorized use to a certain extent. At UNM this is done each summer for a year at a time, and the lists used for other purposes as well.

2.3. Locate Underliverable Returns. The post office will return at least some of the forms sent out with an undeliverable address. These should be followed up as they come in to see if a usable address can be located. UNM has used, among other sources, the alumni office, advisors of students, CEC membership rolls, parents (listed as permanent addresses

in files), and correspondence to find more recent addresses. Note that the returned envelope or card should be kept, since they often are forwarded several times before being returned; this can eliminate several false tries from the search.

2.4. Change Addresses on List. The address list is only used periodically, so there is no need to make final corrections except before labels are printed. It is more effective to maintain a master list in some form and enter changes by hand as they occur. Prior to a mailing, these can be entered in more permanent form, depending on how the labels are produced.

Details of Component 3.0. Obtain Basic Followup Information.

The first contact with the graduate is a simple postcard survey that takes little time to fill out and return. On this postcard, the graduate is asked if he/she is willing to participate further under the assumption that those who say no would probably not have responded to a longer instrument and that those who say yes are likely to respond later. This also has the advantage of being a relatively cheap way to determine if the address is valid and to prompt non-respondents with a second mailing.

3.1. Mail Postcard to New Graduates. UNM found it useful to develop a slight variant of the standard form for use only with new graduates (attachment 8). This is sent to all spring and summer graduates in the early fall and to all winter graduates in the spring, since most will have found positions by then.

3.2. Mail Postcard to Old Graduates. Experience at UNM indicates that, if surveyed too often, graduates will respond less often with each wave. Therefore it was decided to survey only half each year, surveying the other half in alternate years. Currency of addresses will be checked by mailing a departmental newsletter to all graduates each year in the late summer. This allows undeliverable returns to be followed up prior to the postcard mailing.

3.3. Sort and Log Returns. As returns come in, they should be logged in some way so that address changes will be made and non-responders followed up. The log should also be set up to indicate which graduates agreed to complete the second mailing and to follow up its results.

3.4. Reminder Mailing to Non-responders. After a month or so, it is useful to send a second copy of the postcard to those who didn't respond to the first one. UNM found that this increased the return by about one-fifth of the remainder, which was a significant increment.

Details of Component 4.0 Obtain Extensive Followup Information.

This is done only for those graduates who chose to participate. UNM presently sends forms only to graduates employed as teachers, because most of the forms are only relevant to teachers. A "General Reactions for Graduates Not Employed in Education" has been designed and will be used in the next survey (attachment 9).

4.1. Sort Out Willing Participants. A question on the postcard asks if the graduate is willing to complete a more extensive evaluation later. As returns are logged, a column is checked for those who are willing. From these checks, a set of address labels is generated for the extensive followup mailing.

4.2. Mail Extensive Survey to Willing Participants. The forms are sent to these graduates. A return envelope is included which is properly addressed and which requires no postage; a business reply permit is cheapest, since only returns are paid for, but stamped return envelopes could also be used. In the UNM process the graduate himself gives the "Supervisor Rating Form" to the supervisor after signing the release, and the supervisor returns it directly.

4.3. Sort and Log Returns. The same log sheet used for the postcard survey can be used to log responses, if columns are designated for graduate response and for supervisor response. Note that the supervisor rating form should have the graduate's number written on it before mailing so that it can be easily assigned to the right person.

4.4. Reminder Mailing to Non-Responders. Since the number surveyed is only a part of the total (those who are willing), it is important to keep the response rate as high as possible. Thus it is useful to send non-responders a second copy. It may be useful to include a handwritten note, perhaps from the student's advisor, asking for their response.

Details of Component 5.0. Analyze and Report Results.

Followup effort is wasted if the results are not analyzed and reported to faculty or other decision-makers. UNM has found the results useful in reporting progress to funding agents supporting the training programs; the information has also been used within the university and within the department.

5.1. Analyze Categorical Responses. As a number of surveys are conducted, the amount of information becomes impossible to analyze by hand

in a reasonable amount of time. Thus all responses which can be categorized should be coded for processing by computer. This of course includes all items which are categorical on the instruments. For open-ended items, categories are determined by inspection and then individual responses assigned to the appropriate category for computer processing. UNM uses the SPSS package, since alternative analyses are easy to conduct, but this would depend on what is available.

5.2. Analyze Open-Ended Responses. Responses to qualitative items must be analyzed as well using appropriate methods. UNM determines the basic categories by inspection and then counts the number of times each is mentioned. For more detail, sample responses in each category can be included; for small numbers of respondents, all of the responses can be assembled verbatim within categories.

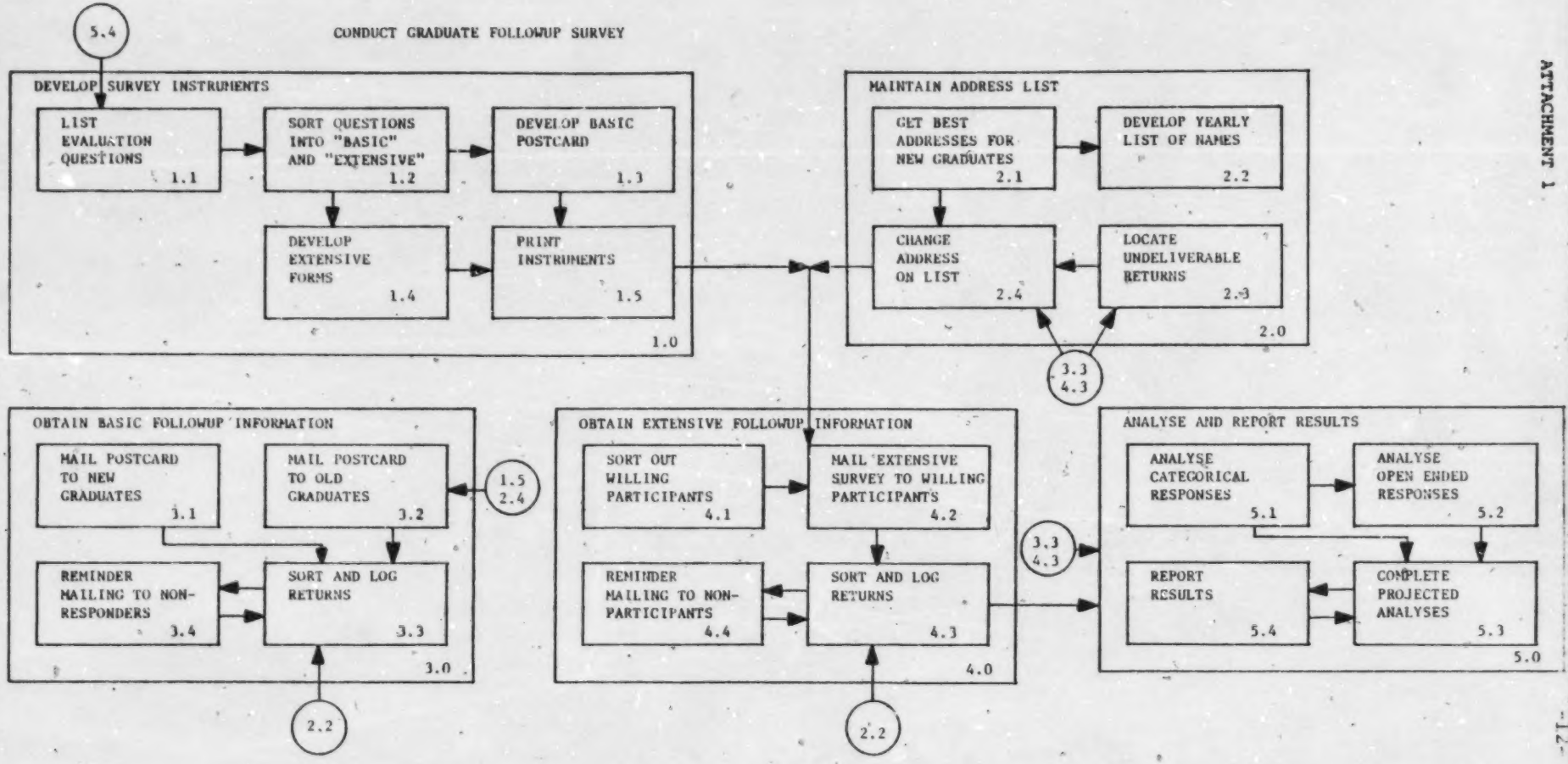
5.3. Complete Projected Analyses. Appropriate summary statistics should be developed (means, variances, and frequency distributions) for all items. These may be supplemented by correlations or comparative analyses of subgroups (e.g. undergraduates versus masters). UNM analyzes and reports the results for undergraduate, masters, and doctoral graduates separately since these programs are directed by different faculty, but this depends on the organization of the training programs.

5.4. Report Results. The initial report is a presentation of the answers to the questions formulated at the start of the study. Presentation of this report to the faculty may raise additional questions which can be answered from the existing data, or which may imply changes in the instruments for the next cycle. UNM drafts this initial report in the summer for consideration at a faculty work session traditionally held

just before the start of school. After several years of data have accumulated, the report should address trends in the data as well as the latest results, and for this reason the items should be worded the same on successive administrations wherever possible.

REFERENCES

Silvern, L. LOGOS: A System for Flow-chart Modeling. Educational Technology, 1969, 9, 18-23.


5.4
CONDUCT GRADUATE FOLLOWUP SURVEY
DEVELOP SURVEY INSTRUMENTS
LIST EVALUATION QUESTIONS 1.1
SORT QUESTIONS INTO "BASIC" AND "EXTENSIVE" 1.2
DEVELOP BASIC POSTCARD 1.3
DEVELOP EXTENSIVE FORMS 1.4
PRINT INSTRUMENTS 1.5
1.0
MAINTAIN ADDRESS LIST
GET BEST ADDRESSES FOR NEW GRADUATES 2.1
DEVELOP YEARLY LIST OF NAMES 2.2
CHANGE ADDRESS ON LIST 2.4
LOCATE UNDELIVERABLE RETURNS 2.3
2.0
3.3
4.3
OBTAIN BASIC FOLLOWUP INFORMATION
MAIL POSTCARD TO NEW GRADUATES 3.1
MAIL POSTCARD TO OLD GRADUATES 3.2
1.5
2.4
REMINDER MAILING TO NON-RESPONDERS 3.4
SORT AND LOG RETURNS 3.3
3.0
2.2
OBTAIN EXTENSIVE FOLLOWUP INFORMATION
SORT OUT WILLING PARTICIPANTS 4.1
MAIL EXTENSIVE SURVEY TO WILLING PARTICIPANTS 4.2
REMINDER MAILING TO NON-PARTICIPANTS 4.4
SORT AND LOG RETURNS 4.3
4.0
2.2
3.3
4.3
ANALYSE AND REPORT RESULTS
ANALYSE CATEGORICAL RESPONSES 5.1
ANALYSE OPEN ENDED RESPONSES 5.2
REPORT RESULTS 5.4
COMPLETE PROJECTED ANALYSES 5.3
5.0

BUSINESS REPLY MAIL
FIRST CLASS PERMIT No. 677, ALBUQUERQUE, NEW MEXICO

POSTAGE WILL BE PAID BY

DEPARTMENT OF SPECIAL EDUCATION
COLLEGE OF EDUCATION
THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131

Postage Will Be Paid by Addressee

No Postage Stamp Necessary If Mailed in the United States

3. I am presently employed (or will be employed) in a:

( ) public early childhood program.
( ) other early childhood program.
( ) elementary public school.
( ) secondary public school.
( ) residental center.
( ) special day school.
( ) other setting (describe) _____

( ) hospital or clinic.
( ) community agency.
( ) private practice.
( ) college or university.
( ) state education agency.
( ) federal agency.

NOTE: If you are <u>not</u> working directly with exceptional persons, skip to question 6.

4. This past year I served directly the following <u>numbers</u> of persons in each area of exceptionality (estimate numbers if you are not sure):

___ trainable mentally handicapped.
___ educable mentally handicapped.
___ behavior disordered (ED).
___ learning disabled.
___ gifted or talented.
___ other exceptionality (describe) _____

___ blind or visually impaired.
___ deaf or hard of hearing.
___ crippled or other health impaired.
___ multiply handicapped.
___ severely handicapped.

5. I will ask my immediate supervisor to rate my skills in serving these persons:

( ) yes. ( ) no. ( ) I will decide when you send me the rating form.

6. I will complete a more extensive evaluation of my training at UNM:

( ) yes. ( ) no. ( ) I will decide when you send me the evaluation form.

Thank you once again for your help with our evaluation effort!

PLEASE FORWARD. If undeliverable, return postage guaranteed.

address label here

Evaluation Task Force
Department of Special Education
College of Education
The University of New Mexico
Albuquerque, New Mexico 87131

Dear Special Education Graduate:

As part of an effort to evaluate our training programs, we ask you to answer a few simple questions about your present employment. With your permission we would also like your opinions on the objectives and quality of the Department of Special Education.

Please take the time now to answer the questions below and inside. Then fold and staple this card with our address showing. No stamp is needed.

Thank you for your help!

Sincerely yours,

Billy L. Watson

Billy L. Watson, Chairman
Department of Special Education

PS: If your address has changed, please correct it on the address label.

---

1. I
( ) am presently employed in education.
( ) will be employed in education beginning _____.
( ) am seeking employment in education.
( ) am continuing my education at _____ in the field of _____.
( ) am not employed in education and won't be in the near future.

NOTE: If you are not (and will not be) employed in education, skip to question 6.

2. I am presently employed (or will be employed) as a:

( ) regular classroom teacher.
( ) self-contained special class teacher.
( ) integrated special class teacher.
( ) other educator (describe) _____

( ) resource room teacher.
( ) itinerant/consulting teacher.
( ) educational diagnostician.
( ) special education administrator.
( ) teacher trainer.

attachment 3

THE UNIVERSITY OF NEW MEXICO | ALBUQUERQUE, NEW MEXICO 8 1 1

DEPARTMENT OF SPECIAL EDUCATION
COLLEGE OF EDUCATION
277-5018

April 25, 1977

Dear Program Graduate:

Thank you for your response to our graduate followup postcard and for your willingness to help us with a more extensive evaluation effort. The information you provide on the enclosed forms will be of great value to us in determining the present strengths of our department as well as directions for the future.

Professional History: This form gives us an understanding of what you have done professionally since graduation. This helps us to know whether our programs are directed at the kinds of positions our graduates actually take. If you have completed this form in past years, you need only add the changes since then.

Teacher Competency Rating: This form asks your opinion about a number of specific teaching competencies. Your input will will help us to continue to develop specific competency descriptions for our programs.

Teacher Supervisor Rating: This form will tell us how you are supervised and how your supervisor rates your performance in specific skill areas.

General Reaction: This form asks your opinions in general on your preparation at the University of New Mexico; some of the issues you raise will be the focus of future evaluation efforts.

Complete the Professional History, Teacher Competency, and General Reaction forms ans return them to us in the envelope provided; no postage is needed. Look over the Teacher Supervisor Rating and sign the release at the top of the first page. Then give this form and the attached envelope to your supervisor; he or she will mail it to us directly.

Thank you for your help!

Sincerely,

Billy L. Watson

Billy Watson, Chairman

p.s. If you choose not to complete any or all of these forms, please return them to us anyway. Thank you.

name_____

GENERAL REACTION

Was the training you received in special education at the University of New Mexico generally adequate for your first teaching position? What were some of the strong points of your training? Some of the weak points?

Was your training generally adequate for the position you hold now? What were some of the strong points? Some of the weak points?

In your opinion what are some of the things the Department of Special Education should be doing now to improve its programs for training teachers?

Please make here and on the back of this sheet any other comments you wish.

attachment 4

name_____

PROFESSIONAL HISTORY

We are asking for the information on this sheet to get a better idea of the career paths of our graduates.

( ) you completed this form in _____ of _____, so that only changes or additions since that time need be given.

( ) you have not completed this form before, so please provide complete information.

Education History. Please list below your formal education since high school. Include all experiences whether or not you received a degree.

name of school	*major/minor*	*dates attended*		*hours completed*	*degree received*
		from	*to*		

Certification History. Please list below all teaching or other educational certifications you have received. Include those before and after your attendance at UNM. If none, indicate.

title of certificate	*areas of exceptionality (if applicable)*	*state of issue*	*date of issue*	*in force?*

(continue on the back side)

Employment History. Please list below the positions you have held since completing your degree at UNM.

position title	*name of employer*	*dates of employment* *from*	*to*

Professional Memberships. Please check on the list below those professional organizations to which you presently belong. List under "other" only professional organizations directly related to education.

( ) Council for Exceptional Children
( ) National Education Association
( ) American Federation of Teachers
( ) National Association for Retarded Citizens
( ) Association for Children with Learning Disabilities
( ) Other _____
_____

Are you, or have you ever been, an officer in any of the professional organizations checked above?

at the local level? ( ) yes ( ) no
at the state or regional level? ( ) yes ( ) no
at the national level? ( ) yes ( ) no

Please correct any errors in your name or address on the label below.

CENTER ADDRESS LABEL IN
THIS SPACE

name _____

TEACHER COMPETENCY RATING

Listed below and on the back of this sheet are a number of competencies we consider important in the teaching process. We would like your feedback on these competencies as they relate to your own experience.

FIRST *Give us your opinion of the VALUE of each competency to you in your present position and setting. Give your rating on a 1 to 5 scale with a 1 indicating "completely useless" and a 5 indicating "absolutely essential." If you have no opinion give a rating of N.*

SECOND *Give your opinion of how well our program PREPARED you in each competency in relation to the needs of your present position. Give a rating on a 1 to 5 scale with a 1 indicating "completely inadequate" and a 5 indicating "outstanding." If you have no opinion give a rating of N.*

THIRD *Add to the end any important competencies you believe are omitted. Also make any other comments you wish.*

VALUE
1 = completely useless
5 = absolutely essential

PREPARATION
1 = completely inadequate
5 = outstanding

competency	*value*	*preparation*
Skill in the testing and diagnosis of exceptionalities		
A. Able to list and describe educational tests in common use		
B. Able to select instruments and other diagnostic procedures for general screening		
C. Able to select instruments and other diagnostic procedures to measure specific deficits		
D. Able to administer and interpret relevant diagnostic instruments		
Skill in educational program planning		
A. Able to list and describe alternative curricula		
B. Able to describe a suitable learning environment		
C. Able to write appropriate educational objectives for individuals and groups		
D. Able to select or invent appropriate instructional procedures & materials to achieve these objectives		
E. Able to write individual educational plans (IEP's)		

competency	*value*	*preparation*
Skill in teaching one category of exceptionality		
A. Able to teach basic skills (ie reading, language, math)		
B. Able to teach affective and social skills		
Skill in classroom management		
A. Able to list the principles of behavior modification & other classroom management techniques		
B. Able to select and apply relevant management techniques to the solution of particular classroom problems		
Skill in interaction with parents and other educators		
A. Able to consult with and provide guidance to regular teachers with exceptional children in their classrooms		
B. Able to describe and use appropriate counseling techniques with parents of exceptional children		
C. Able to work cooperatively with administrators, teachers, and other educators		
Skill in research and evaluation		
A. Able to design and carry out applied research with small numbers of children		
B. Able to evaluate the effects of programs on both individuals and groups		
C. Able to evaluate the results of individual educational plans (IEP's)		
Knowledge of one category of exceptionality		
A. Able to analyze & compare the available definitions and to construct a personal operational definition		
B. Able to describe and answer questions about placement		
C. Able to list agencies providing service and to describe the program of each		
D. Able to discuss trends and issues at the national level		
General knowledge of exceptionalities		
A. Able to give an appropriate definition of, possible etiology of, identification process for, and program options for each category of exceptionality		
B. Able to describe the New Mexico State Standards and to answer questions about them		
C. Able to state and defend a rationale for programs to provide a continuum of services to exceptional children		

ma0

TEACHER SUPERVISOR RATING

Department of Special Education

University of New Mexico

RELEASE: I have read this rating sheet and understand that individual ratings are completely confidential. I grant my supervisor permission to provide these ratings and, in accordance with the Family Education Rights and Privacy Act of 1974, waive my right of access to them.

_____
signature *date*

DIRECTIONS: One of our graduates has kindly given us permission to obtain your ratings of his or her performance in a few specific areas of competence. First, please give us the information requested below so that we can better understand how our graduates are supervised. Second, give us your judgement of the value and performance in each area as indicated below. Finally, return this form directly to us in the envelope provided; no postage is required. This information will be used only for the evaluation of our training programs and will be made public in summary form only. Thanks for your help!

How often did you visit this teacher's class this year? _____ times

How often did you speak with this teacher outside of class? _____ times

How confident are you that your ratings reflect the true performance of this teacher in the areas of competence listed?

( ) *( )* *( )* *( )* *( )*
very sure *very doubtful*

( ) don't know whether or not ratings reflect true performance

Comments _____

FIRST *Give your opinion of the VALUE of each competency to this teacher in his or her present position and setting. Give a rating on a 1 to 5 scale with a 1 indicating "completely useless" and a 5 indicating "absolutely essential." If you have no opinion give a rating of N.*

SECOND *Give your opinion of the performance of this teacher in each competency in relation to the needs of his or her present position. Give a rating on a 1 to 5 scale with a 1 indicating "completely inadequate" and a 5 indicating "outstanding." If you have no opinion give a rating of N.*

THIRD *Note in the comments section on the first page any important competencies which may have been omitted from the list.*

VALUE
1 = completely useless
5 = absolutely essential

PERFORMANCE
1 = completely inadequate
5 = outstanding

competency	*value*	*performance*
Skill in the testing and diagnosis of exceptionalities		
A. Able to list and describe educational tests in common use		
B. Able to select instruments and other diagnostic procedures for general screening		
C. Able to select instruments and other diagnostic procedures to measure specific deficits		
D. Able to administer and interpret relevant diagnostic instruments		
Skill in educational program planning		
A. Able to list and describe alternative curricula		
B. Able to describe a suitable learning environment		
C. Able to write appropriate educational objectives for individuals and groups		
D. Able to select or invent appropriate instructional procedures & materials to achieve these objectives		
E. Able to write individual educational plans (IEP's)		

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competency	*value*	*preparation*
Skill in teaching one category of exceptionality		
A. Able to teach basic skills (ie reading, language, math)		
B. Able to teach affective and social skills		
Skill in classroom management		
A. Able to list the principles of behavior modification & other classroom management techniques		
B. Able to select and apply relevant management techniques to the solution of particular classroom problems		
Skill in interaction with parents and other educators		
A. Able to consult with and provide guidance to regular teachers with exceptional children in their classrooms		
B. Able to describe and use appropriate counseling techniques with parents of exceptional children		
C. Able to work cooperatively with administrators, teachers, and other educators		
Skill in research and evaluation		
A. Able to design and carry out applied research with small numbers of children		
B. Able to evaluate the effects of programs on both individuals and groups		
C. Able to evaluate the results of individual educational plans (IEP's)		
Knowledge of one category of exceptionality		
A. Able to analyze & compare the available definitions and to construct a personal operational definition		
B. Able to describe and answer questions about placement		
C. Able to list agencies providing service and to describe the program of each		
D. Able to discuss trends and issues at the national level		
General knowledge of exceptionalities		
A. Able to give an appropriate definition of, possible etiology of, identification process for, and program options for each category of exceptionality		
B. Able to describe the New Mexico State Standards and to answer questions about them		
C. Able to state and defend a rationale for programs to provide a continuum of services to exceptional children		

attachment 7

THE UNIVERSITY OF NEW MEXICO

DATE: June 1, 1976

TO: Whom it may concern

FROM: Carter Allen, Training Program Evaluator CA

SUBJECT: List of graduates of the Department of Special Education

Attached is a list of all graduates of the Department of Special Education, University of New Mexico.

Graduate Numbers. Each graduate has been assigned a number for use in identifying followup returns and for otherwise coordinating records. This number indicates the degree obtained, the year it was obtained, and a sequence number within degree and year. For example 4-71-025 indicates that this is the 25th person (-025) to receive a masters degree (4-) during the academic year 1971-72 (-71-).

DEGREE CODES

1 - undergraduate major
2 - undergraduate minor
3 - not used
4 - masters degree
5 - not used
6 - not used
7 - education specialist
8 - doctor of education
9 - doctor of philosophy

An academic year starts after spring graduation; thus the academic year 1971-72 (coded as -71-) includes graduates of summer 1971, fall 1971, and spring 1972.

Majors and Minors. For all students who majored in special education, a minor is given if it exists. For all students who minored in special education, the major is given. Where relevant, other program identifiers such as area (of exceptionality) and plan (relative to the New Mexico state standards) is listed.

Name Changes. A problem with such lists is that names change for various reasons, the most common being marriage. To keep track of this, names will be changed on the list, but not the number or location on the list. When this is done, the old name will be kept on the list in parentheses. For an example, see 4-67-001.

Addresses and other Information. As part of the evaluation effort, we are assembling current addresses and other information about each graduate. This will be available from Carter Allen.

Corrections to the List. Every attempt has been made to see that this list is correct and complete. Any one who discovers an error or change should note the change and the graduate number and give it to Carter Allen so that the master list can be corrected.

SAMPLE

LIST OF GRADUATES 1972-73

page 5

4-72-022	NICKERSON, Judi	X		1	X			
4-72-023	ORTEGA, Lionel	X		2	X	X		
4-72-024	ROBINSON, Katherine	X	*OK					
4-72-025	RODRIGUEZ, Maria	X		X				
4-72-026	SOUTER, Alexander	X		2	X	X		
4-72-027	THEISEN, Thomas	X		2	X	X		
4-72-028	VALENCIA, Eugene	X		X				
4-72-029	WELTON, Eleanor	X		1				
4-72-030	ZANOTTI, Judith Ann	X		X	X			
8-72-001	CARRI, Louis	X	*OK	X	X			
		x if have a current address	* if bad address, OK when found	x if card returned 1 if grad ext, 2 if super	x if grad extensive	x if supervisor rating		

SAMPLE ADDRESS LABEL

CARTER ALLEN 9-76-002
1314 LEAD SE
ALBUQUERQUE
NEW MEXICO 87106

BUSINESS REPLY MAIL
FIRST CLASS PERMIT No. 677, ALBUQUERQUE, NEW MEXICO

POSTAGE WILL BE PAID BY

DEPARTMENT OF SPECIAL EDUCATION
COLLEGE OF EDUCATION
THE UNIVERSITY OF NEW MEXICO
ALBUQUERQUE, NEW MEXICO 87131

3. I am presently employed (or will be employed) in a:

( ) public early childhood program.
( ) other early childhood program.
( ) elementary public school.
( ) secondary public school.
( ) residental center.
( ) special day school.
( ) other setting (describe) _____

( ) hospital or clinic.
( ) community agency.
( ) private practice.
( ) college or university.
( ) state education agency,
( ) federal agency.

NOTE: If you are <u>not</u> working directly with exceptional persons, skip to question 6.

4. This past year I served directly the following <u>numbers</u> of persons in each area of exceptionality (estimate numbers if you are not sure):

___ trainable mentally handicapped.
___ educable mentally handicapped.
___ behavior disordered (ED).
___ learning disabled.
___ gifted or talented.
___ other exceptionality (describe) _____

___ blind or visually impaired.
___ deaf or hard of hearing.
___ crippled or other health impaired.
___ multiply handicapped.
___ severely handicapped.

5. I will ask my immediate supervisor to rate my skills in serving these persons:

( ) yes. ( ) no. ( ) I will decide when you send me the rating form.

6. I will complete a more extensive evaluation of my training at UNM:

( ) yes. ( ) no. ( ) I will decide when you send me the evaluation form.

Thank you once again for your help with our evaluation effort!

PLEASE FORWARD. If undeliverable, return postage guaranteed.

address label here

Evaluation Task Force
Department of Special Education
College of Education
The University of New Mexico
Albuquerque, New Mexico 87131

Dear Special Education Graduate:

Congratulations on receiving your degree in special education at the University of New Mexico! As a recent graduate of our department, you can help us evaluate our training programs by answering a few simple questions about your present employment.

Please take the time now to answer the questions below and inside. Then fold and staple this card with our address showing. No stamp is needed.

Thank you for your help!

Sincerely yours,

Billy L. Watson

Billy L. Watson, Chairman
Department of Special Education

PS: If your address has changed, please correct it on the address label.

( ) am presently employed in education.
( ) will be employed in education beginning _____.

1. I ( ) am seeking employment in education.
( ) am continuing my education at _____ in the field of _____.
( ) am not employed in education and won't be in the near future.

NOTE: If you are not (and will not be) employed in education, skip to question 6.

2. I am presently employed (or will be employed) as a:

( ) regular classroom teacher.
( ) self-contained special class teacher.
( ) integrated special class teacher.
( ) other educator (describe)
( ) resource room teacher.
( ) itinerant/consulting teacher.
( ) educational diagnostician.
( ) special education administrator.
( ) teacher trainer.

5. In your opinion what are some of the things the Department of Special Education should be doing now to improve its programs for training teachers?

6. Please make here any other comments you wish.

GENERAL REACTION
FOR GRADUATES NOT EMPLOYED IN EDUCATION

Some time ago you indicated on a postcard that you are not presently employed in education. We are attempting to better understand why some of our graduates leave the field of education and to find out if they eventually intend to return. Your answers to a few questions will be appreciated.

1. Are you employed in education at the present time? ( ) No ( ) Yes

   NOTE: If you answered "yes" skip to question 4.

2. Why did you leave the field of education? _____

   _____

   _____

   _____

   _____

3. Do you plan to return to the field of education in the future?

   ( ) yes ( ) No ( ) Not sure

   If you answered "yes", under what conditions would you return? _____

   _____

   _____

   _____

   If you answered "not sure", what would influence your decision?

   _____

   _____

   _____

4. Was the training you received in special education at the University of New Mexico generally adequate? What were some of the strong points of your training? Some of the weak points?

   _____

   _____

   _____

   _____

   _____